

Monica

40° and Pouring

Facilitator Discussion Guide

EYFP

Synopsis

Monica wakes up, late for school. She starts to panic, and then becomes confused when she sees a tray of food and a note from her father on her dresser. She goes downstairs, but cannot find her father or grandmother.

Monica's father comes inside while she is looking for him and tells her that he turned off the alarm and let her sleep in. He also says that he has already called the school for her, so she can stay home and rest. She offers to do chores on the farm, but he tells her to tidy up her room and catch up on homework instead.

Monica starts to work on her math homework, but quickly becomes overwhelmed. She decides to text Layla as a distraction. Layla responds that she doesn't want to talk to her. Monica is shocked and saddened.

Her father's voice awakens her later that afternoon. When she comes downstairs, she is surprised to see Cameron. He has brought a get well card and flowers for Layla as well as homework for them both. Monica's father suggests they go feed the chickens, much to Cameron's delight.

In the chicken coop, Cameron and Monica discuss their new plans for the 4-H service project. As they finish up with the chickens, they notice Ms. Stephanie's car pulling into the driveway.

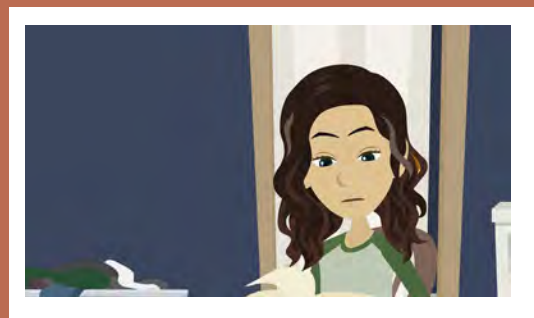
Vocabulary Alert!

Math is a language and it has its own unique vocabulary. Look at Monica's math problem:

A baker is making cookies. The recipe uses a ratio of $2\frac{1}{2}$ cups of flour : $\frac{1}{2}$ cup sugar and makes 2 dozen cookies. If the baker needs to make 72 cookies, how much flour and how much sugar will the baker use?

Ratio (say "ray-she-oh") problems like this are common in seventh grade math. A ratio shows a relationship between two or more amounts. In mathematics, a colon (:) is used to show the amounts that are related. You would read the statement " $2\frac{1}{2}$ cups of flour : $\frac{1}{2}$ cup of sugar" as " $2\frac{1}{2}$ cups of flour **to** $\frac{1}{2}$ cup of sugar" or " $2\frac{1}{2}$ cups of flour **for every** $\frac{1}{2}$ cup of sugar."

One way to solve this problem is to figure out how many dozens (groups of 12) equal 72 cookies. Then, you can multiply the flour and sugar amounts by the number of dozens to figure out how much the baker will need for each ingredient.



Continued

Facilitator Notes

This episode aligns with Sessions 6-8 of the *Powerful Families, Powerful Communities* curriculum. The goal of this discussion guide is to help participants reflect on how self-discovery and accountability are needed to repair relationships.

Opening

As we grow and change, we learn new things about who we are.

As we watch Episode 8, look for a moment where you feel like Monica learns something about herself. We will discuss our ideas after the video ends. (Optional: Write down the timestamp so we can easily find the right place in the video when we share.)

After Watching the Video

After the video, facilitate a discussion with the group. Begin by reminding the group of the expectations set during Session 1.

Round-robin Question

It is important for everyone to contribute to this question as a way to build trust and practice listening. You can choose to go in a circle or let participants “popcorn” respond. An option that doesn’t involve speech is to hold up a piece of paper with a timestamp written on it.

When did you notice that Monica might have learned something about herself? Don’t tell us yet what you think she learned; just let us know when it happened.

(Optional: Tell us the timestamp of the moment you picked.)

As participants share, replay the clip they describe. (If multiple people pick the same moment, replay it the first time only in the interest of time.)

Comprehension Questions

These are suggested questions. It is not necessary to ask every question in this list. Participants may answer some of the questions before you ask them, or they may bring up their own questions to explore. As a facilitator, your job is to listen far more than you speak. In general, ask a new question only if conversation has hit a dead end and 30 seconds of silent time doesn’t break the stalemate, or if you sense the discussion veering into unproductive territory. You may also want to ask follow up questions if a participant makes an interesting point that no one else takes up spontaneously. Finally, if you have some very vocal participants, you may need to occasionally break in to invite quieter participants to speak or to repeat a point that might have gone unheard.

Talking Tips

Participants may get sidetracked by Layla’s texts in Scene 3 and begin to argue about whether Layla is justified in rejecting her cousin. If the conversation becomes unproductive, shift it back towards Monica’s growth by asking about her reactions to Layla’s texts

Participants may also assume that Monica is angry at Cameron in Scene 6 when he tells her to “hold on.” If so, ask participants to provide evidence and distinguish between how Monica reacts and how they might react. If needed, draw their attention to how Monica catches herself interrupting on her next line.

Continued

- Tell us why you picked the moment you did.
- Why is Monica so stressed in Scenes 1 and 2?
- In Scene 2, why does Monica offer to do chores around the farm?
- In what ways, if any, has Monica's relationship with her father changed since Episode 1? What might have led to any changes?
- Compare the conversation between Cameron and Monica's father in Scene 5 with their conversation back in Session 3. What might have caused any differences?
- In Scene 6, How does Monica react when Cameron says, "Hold on, you didn't let me finish speaking"? Why do you think she reacts this way?

Closing Questions

There are two closing questions. The first question asks participants to apply their ideas to the fictional story shown in the video, while the second question asks them to apply their ideas to their own lives. Participants may spontaneously ask one another the first question or address it through discussion, but be prepared to ask it if they do not.

- What has Monica learned since Episode 1? In what ways has she changed? What interactions led to these changes?
- When was one time that you learned something about yourself? What led you to that moment? In what ways, if any, did you change as a result of learning new information?

